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ABSTRACT

This guide was designed to help English-as-a-second-language (ESL) instructors teach work-related language. All the language areas in the guide address communication situations that ESL students would be likely to encounter in the workplace. The guide is divided into departments at the worksite where conversations between non-native English speakers (who work in the health, manufacturing, and service industries) and native speakers might occur. These departments include the following: break room and cafeteria; central supply or warehouse; conference room or meeting room; employee resource center; environmental services; gift shop; hallway; health center; payroll and benefits; personnel or human resources; security; supervisor's or manager's office; training and development; union hall; and workfloor. Learning activities consisting of focus, level, activity, vocabulary, handout, and information sheets are included for each department. The guide also includes a list of workplace competencies in the categories of social interaction, health and safety, giving and receiving instructions, telephone communications, asking and answering questions and requests, and pay and benefits. (Contains a list of 72 resources.) (KC)

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ED 460 267

# Conversations in the Workplace:

## An ESL Activity Guide

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Workplace Education PROGRAM

Emily Griffith Opportunity School
Workplace Education Program
Denver, CO
March, 1995

Emily Griffith Opportunity School

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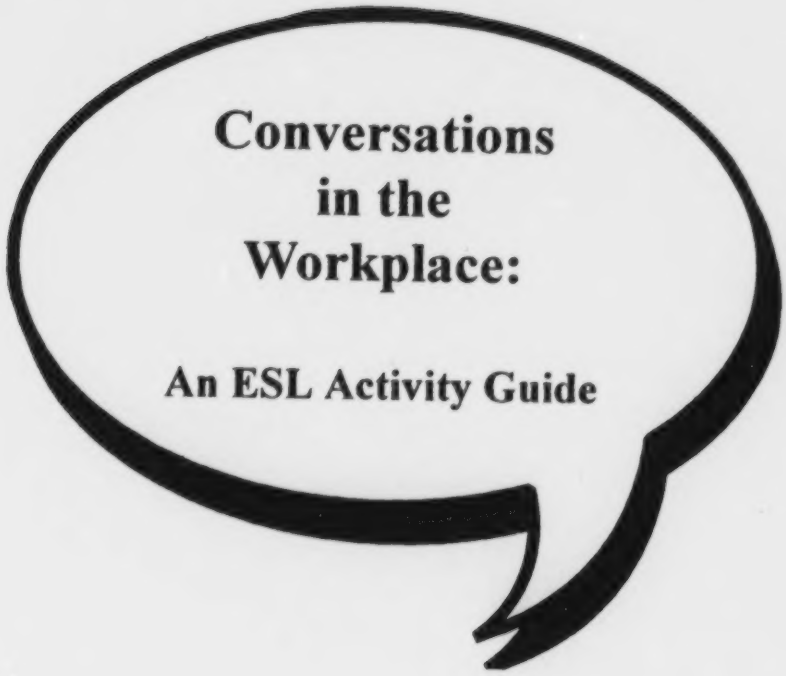


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# INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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# FOREWORD

How can we as ESL teachers best serve non-native, English-speaking students in the workplace? One way is to determine just what kind of communication takes place at work and incorporate "traditional" ESL teaching into workplace situations, or those areas of communication that ESL employees would need in order to be more effective on the job.

We began compiling this guide by first differentiating traditional ESL teaching from workplace teaching. While traditional teaching focuses primarily on a student's general English skills, workplace ESL focuses on the specific needs of the company and its employees. All of the language areas included in this guide address communication situations that ESL students would be likely to encounter in the workplace.

Since our students work in the health, manufacturing, and service industries, we divided this guide into departments at the worksite where conversations between non-native English speakers and native speakers might occur. Please note that the connection between the activity and the departments may not be immediately apparent. For example, in the *Central Supply/Warehouse* section you will find a game called ***Category***. While the activity focuses on strengthening students' general vocabulary, it can also be a tool for teaching students specific names of supplies they may need to request from this particular department.

This guide was designed to help you, the instructor, with work-related language needs. We have included a list of workplace competencies as well as activities designed to address these areas. In addition, we have included an extensive resource list of books which we have found helpful in teaching at the worksite.

We've chosen this three-ring binder format to encourage you to include your own activities, tips, and resources.

**About the authors...**

Teresa Falagrady has an M.A. in reading and writing and has taught workplace ESL in the U.S. and Japan.

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## WORKPLACE COMPETENCIES

### Communicating with employer, coworkers & customers

**Social Interaction:**

- greetings & farewells
- personal information
- family
- daily routine (time, days, months)
- personal history
- expressing feelings
- expressing likes & dislikes
- talking about the weather, sports, family, etc.
- giving & receiving compliments
- talking about holidays, weekends, etc.
- apologizing
- interrupting

**Health & Safety:**

- giving medical information
- parts of the body
- ailments and diseases
- accidents & emergencies
- rules (how to prevent accidents)
- reading safety manuals
- warnings (written & verbal)
- worker's compensation
- reporting an illness
- reporting an accident

| | |
|---|---|
| **Giving & Receiving Instructions:** | - asking for clarification, verification, or repetition<br>- following oral instructions<br>- giving physical directions |
| **Telephone Communications:** | - calling in sick<br>- leaving & taking messages<br>- taped messages |
| **Asking & Answering Questions and Requests:** | - polite vs. impolite questions<br>- asking for information<br>- relating problems or needs<br>- asking for clarification or repetition<br>- reporting machine breakdowns<br>- requesting supplies<br>- responding to feedback (positive/negative) |
| **Pay & Benefits:** | - understanding pay slips<br>- piecework<br>- reporting a pay problem<br>- asking for vacation time<br>- taxes and retirement plans<br>- promotion issues<br>- asking for extra hours<br>- asking about raises<br>- questioning decreased work hours |

**Reading Information:**

- memos/reports/letters
- work orders
- electronic messages
- banners and signs
- sign-up sheets
- video information
- interpreting work assignments
- training manuals
- publications (newsletters, brochures, flyers)
- job postings

**Writing:**

- filling out forms (union grievances, telephone messages, transfer forms, accident reports)
- notes

## DEPARTMENTS

Break room/Cafeteria

Central Supply/Warehouse

Conference Room/Meeting Room

Employee Resource Center (counseling, etc.)

Environmental Services (maintenance, housekeeping, laundry, etc.)

Gift Shop

Hallway

Health Center

Payroll/Benefits

Personnel/Human Resources

Security

Supervisor's/Manager's Office

Training and Development

Union Hall

Workfloor

Break Room
Cafeteria

*Focus:* **cultural values**

*Level:* intermediate, advanced

*Activity:* ***Fable*** (HANDOUTS next three pages)

The teacher begins this activity by picking a few proverbs, defining new terms, and talking about their meanings. Students can then discuss the similarities of these proverbs with those from their countries. As a follow-up, they can write down their own favorite proverbs and explain them to the rest of the class.

The next phase of this activity involves fables. Again, the teacher talks about the new vocabulary and asks the students to read the fable and discuss it. Then they can tell fables from their own countries to each other. As an added activity, students can write down questions to ask the storyteller at the end of the fable.

*Vocabulary Suggestions:*

| | |
|---|---|
| brand-new | growl |
| grabbed | startled |

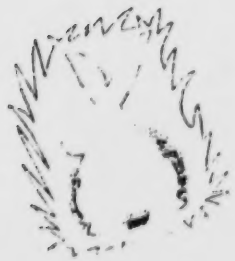
## *Fable*

HANDOUT

*Once there was a young boy who had worked very hard to raise a fat rabbit to sell. As he was walking to market carrying the rabbit in his arms, he thought about what he would do with the money after he had sold his rabbit.*

*After thinking for a few minutes, he decided that he would buy two more baby rabbits and raise them until they were big and fat just like this one. Then he would also sell them in the market. With this money he could buy a brand-new suit of clothes. Then he would go to the spring dance that the town had every year. At the dance he was sure he would meet a rich, pretty girl, and then he would get married and live in a big, beautiful house, and then he would...all of a sudden, just behind him, he heard a loud, deep growl. Startled, he threw up his hands, letting the rabbit drop. Snap! The dog grabbed the rabbit by the neck and ran off down the road leaving the boy standing there with his mouth hanging open -- and his arms, empty.*

Moral: Don't count your rabbits before they're sold.
(Don't count your chickens before they're hatched.)



## Proverbs

A bird in the hand is worth two in the bush.

A friend in need is a friend indeed.

A rolling stone gathers no moss.

A watched pot never boils.

Absence makes the heart grow fonder.

All that glitters is not gold.

An apple a day keeps the doctor away.

Beauty is in the eye of the beholder.

Blood is thicker than water.

Boys will be boys.

Business before pleasure.

Children should be seen and not heard.

Cleanliness is next to godliness.

Do as I say, not as I do.

Do unto others as you would have them do unto you.

Don't bite off more than you can chew.

Don't bite the hand that feeds you.

Don't burn your bridges behind you.

Don't count your chickens before they hatch.

Don't cry over spilled milk.

Don't cut off your nose to spite your face.

Don't look a gift horse in the mouth.

Don't put all your eggs in one basket.

Don't put the cart before the horse.

Every cloud has a silver lining.

Fight fire with fire.

Forgive and forget.

Good fences make good neighbors.

Grab the bull by the horns.

Haste makes waste.

He who hesitates is lost.

Hell hath no fury like a woman scorned.

His bark is worse than his bite.

Home is where the heart is.

If the shoe fits, wear it.

If you can't beat 'em, join 'em.

If you can't stand the heat, get out of the kitchen.

If at first you don't succeed, try, try again.

If you give him an inch, he'll take a mile.

It's better to be safe than sorry.

It's better to give than to receive.

It's better to have loved and lost than never to have loved at all.

It's not whether you win or lose, but how you play the game.

It's not who you are; it's who you know.

It's quality, not quantity that counts.

Keep a stiff upper lip.

Laugh and the world laughs with you; cry and you cry alone.

Lay your cards on the table.

Leave well enough alone.

*Focus:* **remembering specific information while reinforcing the vocabulary of a wide variety of high-frequency nouns and verbs**

*Level:* high-intermediate, advanced

*Activity:* ***A Weather Forecast*** (HANDOUT next page)

The teacher begins this activity by first defining and discussing the new vocabulary in the forecast. Then students listen to the passage, one paragraph at a time, and answer the aural questions after each paragraph, giving oral answers. The teacher follows the same procedure for the rest of the forecast. After the students have answered the questions, they read the forecast at a normal reading pace.

Students can then practice reading the weather forecast aloud and giving each other short dictations.

*Vocabulary Suggestions:*

| | |
|---|---|
| weather forecast | heat wave |
| showers | high pressure system |
| thunderstorms | humidity |
| hail | phenomenon |
| front | cold wave |

## *A Weather Forecast*
HANDOUT

*Good evening. Here is the weather forecast for the next few days. The heat wave that we've been experiencing is being caused by a high pressure system that will be with us for at least the next two days. This weather system will keep the temperature here in the northwest of the state over 100° while humidity will remain high at around 85%. There's also the strong possibility of afternoon showers and thunderstorms over the mountains.*

1. What is causing the heat wave?
2. How long will the present heat wave last?
3. What are the temperatures in the northwest now?
4. Where is there a possibility of showers?

*While here in the northwest the temperatures have reached record highs, the northeast is experiencing a cold front which has come down from Canada. Temperatures dropped last night to 32° in various parts of the region, and in at least two cities, Wilson and Pullman, hail was reported. This cold wave is expected to remain for the next few days... In the rest of the state, temperatures are normal for this time of the year, with clear skies and low humidity.*

5. What weather phenomenon has occurred in Pullman?
6. Where has the cold front come from?
7. What kind of weather can the rest of the state expect?

Central Supply/
Warehouse

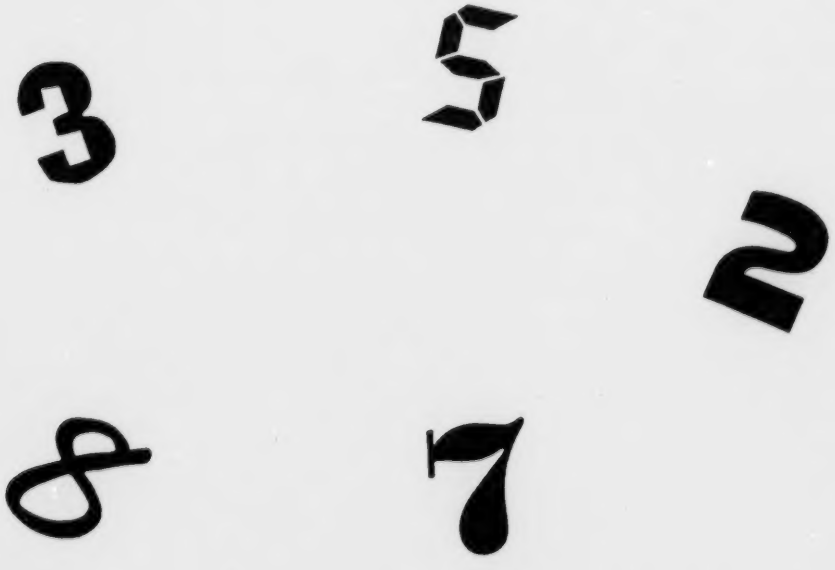
*Focus:* **number vocabulary; assessment**

*Level:* all

*Activity:* ***Introduction to Numbers***
(HANDOUT next page)

Students break into pairs and ask each other the questions on the handout. The class comes back together to share information. Can they read one digit and two-digit numbers? Do they know how to read addresses, etc.?

*Vocabulary Suggestions:*
how much vs. how many
how long
numbers
conditional -- *would, if*



## *Introduction to Numbers*
HANDOUT

1. What's your name? _____

2. Where are you from? _____

3. How old are you? _____

4. How many children do you have? _____

5. How long have you been in the U.S.? _____

6. What's your address? _____

7. How many people work at your company? _____

8. If you win the lottery, how much money will you win?

_____

What will you do with the money? _____

_____

*Focus:* **vocabulary; spelling**

*Other advantages:* *students* generate the new words

*Level:* intermediate-advanced

*Activity:* ***Category*** (sample HANDOUT following activity)

This is a pen and paper game.

1. On the board or overhead, the teacher draws five lines down and five lines across to make a grid with 30 boxes. Students do the same on paper.

2. In the box in the first column, second row (the first box of the grid is not used), everyone writes *Cars* (the first "category"). In the box under *Cars*, everyone writes *Countries*; under this box, *Foods*; under this box, *Animals*; and in the last box, *Colors*.

3. Across the very top row, everyone writes *S-T-O-R-E* (one letter per box).

4. Working individually or in small groups, students try to complete the grid by coming up with words associated with these categories AND that begin with each letter of the five-letter word across the top (EX: under *Countries*, students could write *Sweden* for the letter *S*; *orange* for *O* under *Colors*, etc.).

After the "sample" round, the students take turns coming up with their own categories for the whole group, as well as the five-letter word across the top.

The goal is to fill in as many boxes as suggestions; if the students are competing for points, fill in the boxes with the most original words as suggestions.

Suggestions: A five-letter word (across the top) without repeated and/or difficult letters -- such as "X" or "Z" works best. In addition, setting a time limit prevents students from becoming frustrated or bored.

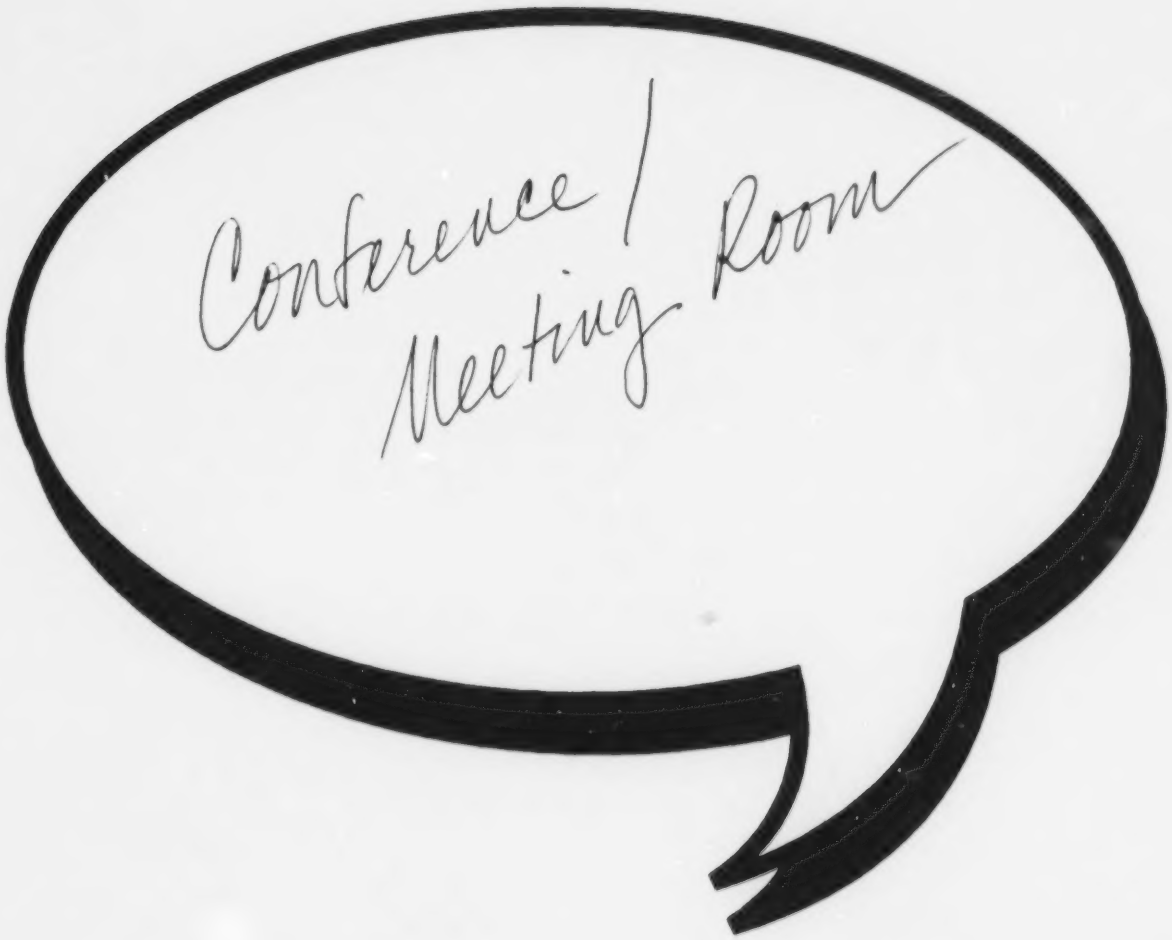
Scoring: 5 points is awarded to the student who thinks of a word that no one else thought of; 4 points to two students with the same answer; 3 points to three or four students with the same answer; 1 point if all students have the same answer. The student with the most points wins.

*Vocabulary Suggestions:* Vocabulary will vary according to the categories and five-letter word chosen

| | |
|---|---|
| category | column |
| grid | row |
| vertical | horizontal |

Sample *Category* Grid

| | S | T | O | R | E |
|---|---|---|---|---|---|
| Cars | | Toyota | | | |
| Countries | Sweden | | | | |
| Foods | | | oreo | rice | |
| Animals | snake | | | | eel |
| Colors | | | orange | | |


Conference /
Meeting Room

*Focus:* **asking questions** and **understanding telephone information**

*Level:* advanced

*Activity:* ***A Call to the Airlines*** (HANDOUT next two pages)

First, the teacher goes over the new vocabulary terms of this actual dialogue. Then, the students role-play the situation with each other until they are comfortable with the dialogue. The students are then asked to call the airlines and ask for specific flight information, as seen in the practice dialogue.

*Vocabulary Suggestions:*

| | | |
|---|---|---|
| round-trip | coach fare | unrestricted |
| discounted | non-stop | departure |
| flight | non-refundable | non-transferable |
| postmarked | | |

## *A Call to the Airlines*
HANDOUT

United Airlines, may I help you?

- Yes, I'd like to know how much a round-trip ticket to Chicago would cost.

When would you like to go?

- Friday morning, the 27th of May, with a return on the 31st of May.

Just one ticket?

- Yes, thank you.

That will be $1,100 round-trip, unrestricted coach fare. However, there are more discounted fares, depending on the time of day or night you depart.

- OK, could you tell me what the most discounted fare is and the times I would have to leave both from Denver and Chicago?

Yes, sure. That would be $151.00, including taxes. Departure from Denver would be May 27th at 7:05 a.m. with arrival in Chicago at 10:15 a.m. This is a non-stop flight that offers a snack on board. Departure from Chicago would be on May 31st at 12:36 p.m. with arrival in Denver at 2:04 p.m. This is also a non-stop flight that offers lunch. There are also some restrictions which apply that I would like to advise you on. The tickets are non-refundable and non-transferable, and you must pay for the ticket by midnight tomorrow. There is a penalty of $35 for any changes made to the ticket after it is paid for.

- OK, thank you. Now how can I pay for this?

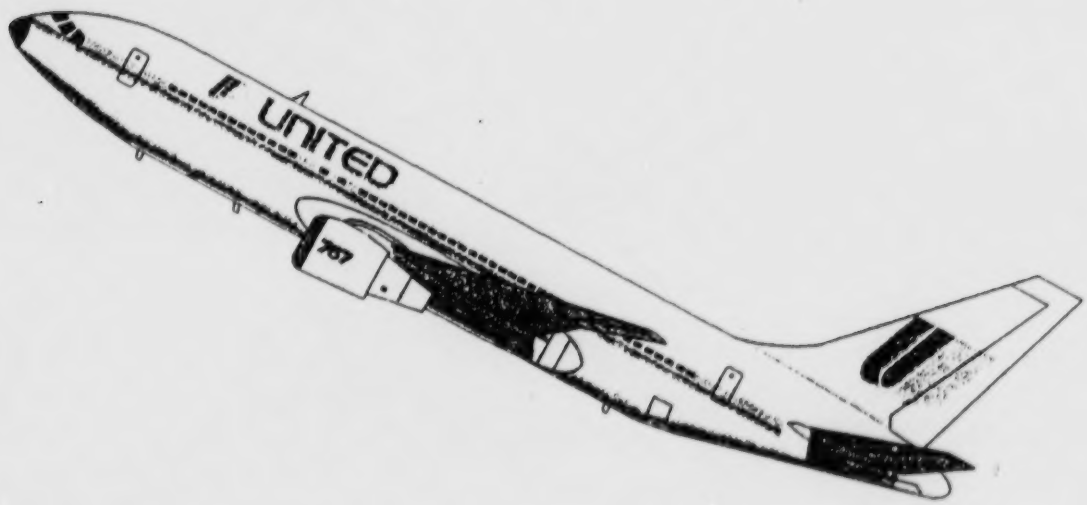
With a credit card or check which is postmarked before midnight. There are also city ticket offices. Which area of Denver do you live in?

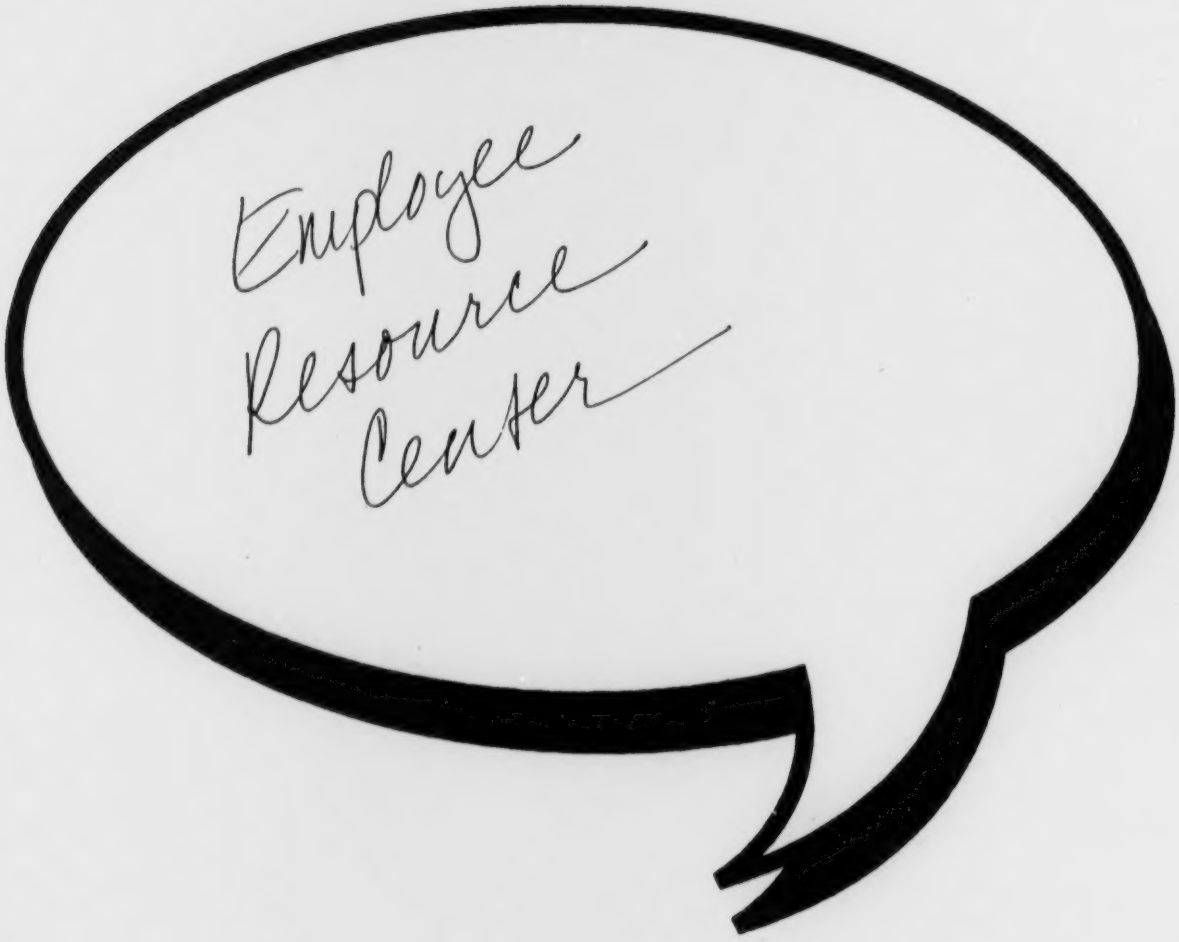
- Downtown.

Well, there is a ticket office at the Brown Palace Hotel which is open from 8:30-5:30 every weekday but closed on the weekend.

- Well, thank you very much. It sounds perfect. I'll go to the ticket office tomorrow and pay for the ticket.

Fine. Well, good-bye and have a good evening.




Employee
Resource
Center

*Focus:* **pronunciation; rhythm** and **intonation; vocabulary**

*Level:* all

*Activity:* ***Pronunciation with Feeling***

The class brainstorms adjectives concerning emotions. The teacher can bring in photographs of faces to help elicit student response. The feelings remain written on the board for everyone to see.

The teacher puts a sentence on the board. It can be any sentence (EX: *The tree is tall*). She asks students to read the sentence with a certain feeling (EX: *Read the sentence like you're angry*). After the students have had time to practice, the teacher puts a new sentence on the board. She then gives each student a card with a different emotion written. (The students should not show the card to anyone.) Each student then reads the sentence with a selected emotion, and the rest of the class tries to guess the feeling.

| *Vocabulary Suggestions:* | | | | |
|---|---|---|---|---|
| | happy | sad | angry | depressed |
| | proud | scared | shy | suspicious |
| | nervous | sick | excited | cautious |

Environmental
Services

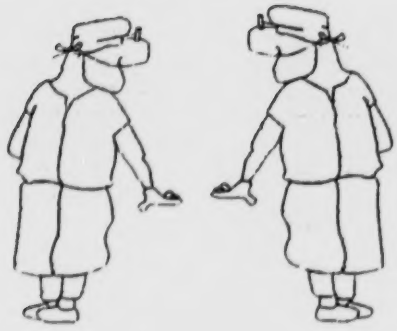
*Focus:* **observing and remembering work-related vocabulary in a wide variety of industries**

*Level:* beginning, intermediate, advanced

*Activity:* ***Matching***

The teacher cuts out pictures of work-related objects and pastes them on the back of pieces of paper cut into 2" x 3" cards (52 of them). Students look for matching pairs, one at a time. When a student finds a like pair, he gets another turn. The student with the most pairs at the end of the game wins. Another variation is to have a picture on one card and a written explanation on another. The students would then match the cards.

*Vocabulary Suggestions:* Vocabulary will vary according to the industry selected.



gift Shop

*Focus:* **number and math vocabulary review; listening; pronunciation**

*Level:* all

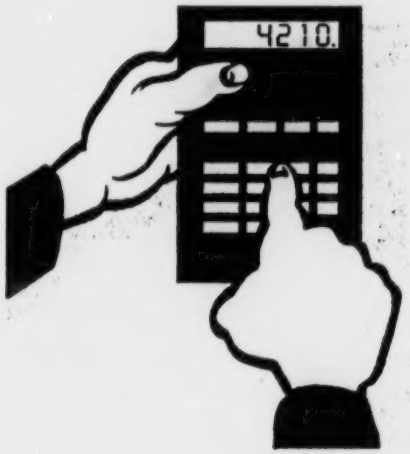
*Activity:* ***Computation Practice***

The teacher hands out calculators to each student. He asks them to point out the addition, subtraction, multiplication, division, and equals key. He then shows the students how to clear. The teacher then dictates problems (EX: *34 + 72*) and asks students to find the answer. Students can play the role of teacher and dictate problems to the rest of the class.

*Vocabulary Suggestions:*

| | | |
|---|---|---|
| addition | equals | calculator |
| subtraction | division | multiplication |
| clear | key | answer |
| more numbers | | |

What did you get?
Please repeat that.



*Focus:* **vocabulary; spelling**

*Other advantages:* forces quick recall and decision-making

*Level:* advanced

*Activity:* ***Wally's Game***

1. Students and teacher draw a grid (as in ***Category***). A 4 x 4 -sized grid works best to start.

2. The teacher begins the game by calling out any letter.

3. Each student and the teacher writes this letter in one of his boxes. Once letters are written in a box, they cannot be moved.

4. Next, a student calls out any letter which he and the rest of the class (and teacher) writes in any of their individual boxes.

5. Next, another student continues this process until all of the boxes have been filled.

The object of the game is to make as many words as possible. Letters can be repeated as often as desired. Students circle words as they find them on their individual grids. When all of the boxes have been filled in, students circle the words they've made and are awarded points according to the number of letters in

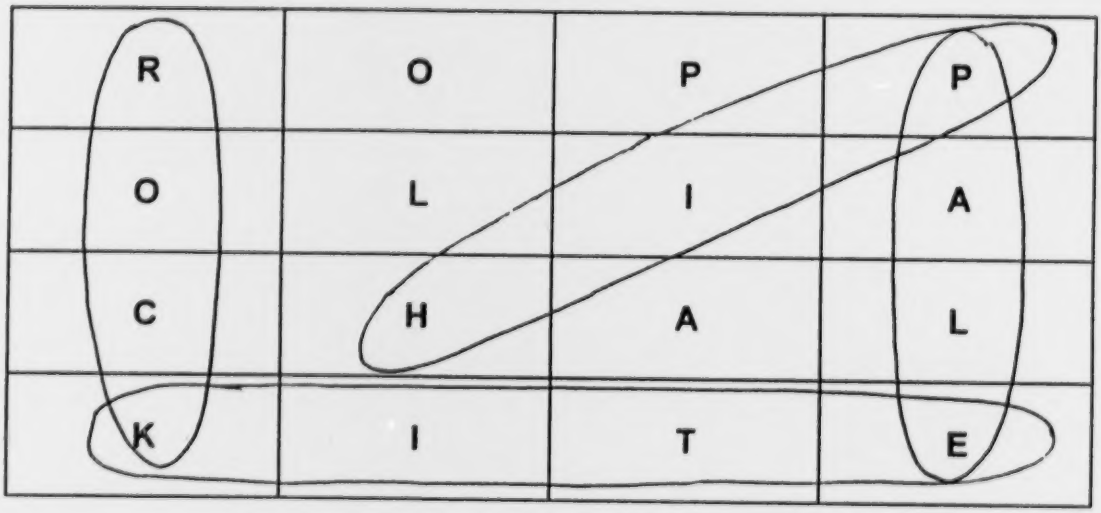
each word (EX: a four-letter word equals 4 points; a three-letter word, 3 points, etc.). Words can be counted vertically, horizontally, and diagonally. The student with the most points win.

Suggestions: It's best to determine the following before the game begins: the size of the grid; whether students can use a dictionary; whether slang is allowed; the minimum number of letters for a word; if proper names can be used; whether words within words count (EX: MINK and IN -- do both words count?)

*Vocabulary Suggestions:*

Vocabulary will vary depending on the letters chosen.

vertical
horizontal
diagonal
grid



Hallway

*Focus:* **conversation; listening; practice informal English and conversation skills**

*Other advantages:* students speak with and get to know more about other students

*Level:* all

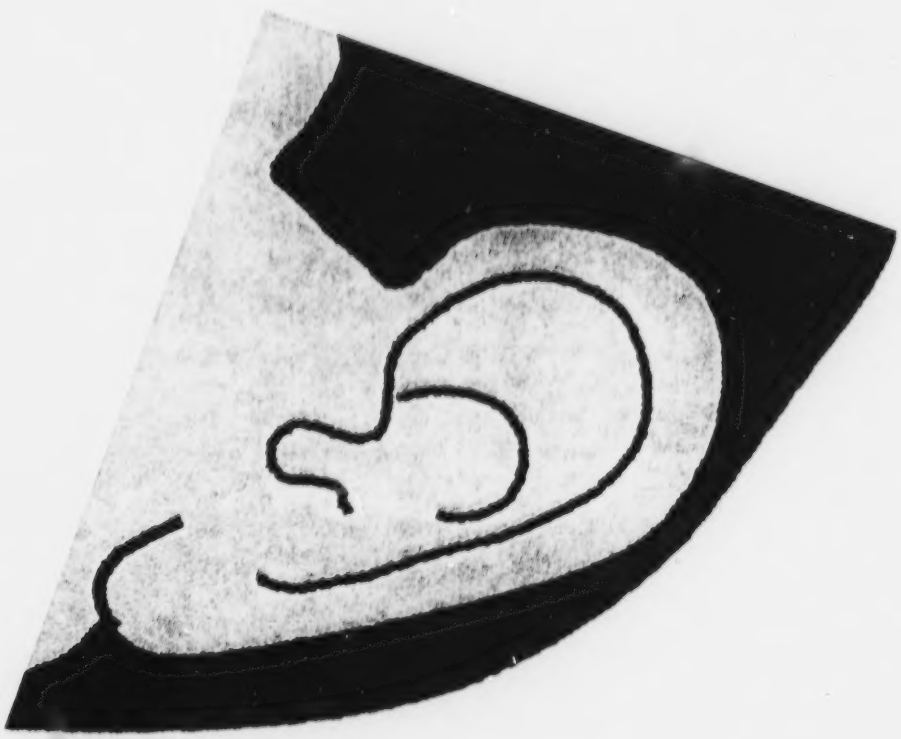
*Activity:* ***Conversation Cards***

Using 3x5 cards, students write several questions about any given topic to ask a partner; no answers are written. There are many different ways to use this activity; here are four: 1) Students can decide topic; 2) Teacher can begin questions on the board and students must finish them on the cards; 3) A student chooses one card out of three or four cards handed to her that were previously written by other students; 4) Students can mingle in a group setting and ask two other students questions. (Typically, the teacher puts students in pairs and gives them 10 minutes to ask each other questions from their cards. The teacher may not want to correct English usage on the cards unless students ask for help.)

More challenging: *Conversation Extenders* are an extension activity to *Conversation Cards*. They ensure active participation by the student who is asking questions from her card. Based on her partner's response, the student asks an additional question.

*Vocabulary Suggestions:*

| Directions | Question Words | Verb Questions |
|---|---|---|
| write | What...? | Do you? |
| think about | Where...? | Does he/she/it? |
| decide | When...? | Did? |
| ask | Why...? | Will you? |
| | Who...? | Are you going to? |
| | Whose...? | Can you? |
| | How...? | Could you? |



*Focus:*

**listening** -- each student must listen carefully to the previous student's sentence so he'll be clued in to what was said before;
**fluency** -- in a multi-level class, the goal is to speak fairly quickly so students can begin to pick up natural rhythms, pauses, etc.;
**grammar** -- to keep verb tense consistent or appropriate

*Other advantages:*

group cooperation; keeping up with current events

*Level:*

advanced

*Activity:*

***Conversational Stories***

1. Either a student or the teacher starts a conversation on any topic with one sentence (EX: *What did you think of yesterday's Bronco game?*)

2. Next, students take turns adding their own sentences/phrases to the original sentence until they have created a "story." Students can have one or more turns each to "talk" (depending on the size of the group).

This works well with pairs, small groups, or a large group.

*Vocabulary Suggestions:*

Vocabulary will vary according to the topic

| Questions | Short answers/exclamations |
|---|---|
| Who...? | Oh, really? |
| What...? | Is that right/so? |
| When...? | I agree. |
| Where...? | No way! |
| Why...? | You're right. |
| How...? | Excuse me? |
| | I'm not sure. |

Health Center

*Focus:* **anatomical vocabulary**

*Other advantages:* ice-breaker; group cooperation

*Level:* all

*Activity:* ***Parts of the body***

The teacher brings in a drawing of the human body as close to life size as possible. Examples of pictures can be found in *Survival English* or *A Conversation Book* (see **Resources** list in back). The teacher hangs the picture on the wall in the front of the class. The class brainstorms parts of the body and then labels the drawing. With a low-level class, the teacher may want to write the words on the picture. With a higher level, hand out markers and let the students go for it! One advantage to handing the activity over to the students is that *they* will then bring up the more delicate questions about body parts. Teachers may be surprised by the parts of the body "timid" students attempt to label.

*Vocabulary Suggestions:*

| | | | |
|---|---|---|---|
| face | eyes | nose | chin |
| ears | head | hair | cheeks |
| neck | leg | chest | arms |
| elbow | wrist | hips | stomach |
| waist | thigh | knee | shoulder |
| calf | ankle | heel | foot/feet |
| toes | thumb | big toe | fingers |

How do you spell _____?
What is this?
How do you say that?

*Focus:* **calling for specific information in the health guide of the yellow pages and writing down the procedures given, and then reporting them to the class**

*Level:* advanced

*Activity:* ***Yellow Pages***

Students call one of the yellow pages' free numbers relating to health care emergencies. They then write down the procedures and report back to the class with specific phone numbers and procedures.

*Vocabulary Suggestions:* Vocabulary will vary according to the topic chosen.

*Focus:* **vocabulary** -- specifically, shapes (circle, square, etc.);
**fluency** -- students talk to *each other* vs. the teacher;
**listening** -- same as for fluency

*Other advantages:* a "fun," yet practical exercise

*Level:* intermediate-advanced

*Activity:* ***Grab Bag***

Common office/household items are put into a small, paper bag (EX: *a rubber band, a paperclip, a letter opener, etc.*). From here, there are three different approaches to this activity.

1. Without looking into the bag, each student takes a turn fumbling around for an item of his liking. He then looks at it -- letting the other students see -- and gives a clue to the person sitting next to him about what the item is. If *that student* guesses incorrectly, *he* looks at the item -- again without letting the rest of the students see -- and gives a clue to a different student;

2. The first student tells the person next to him what the item is, and then that student gives a clue to another student;

3. Only one student gives the clue/s to the whole group, and each student takes a turn guessing.

The game continues until someone correctly guesses the item.

More challenging: The student doesn't look at the item before she describes it and tries to give clues solely by touch.

*Vocabulary Suggestions:*

It's shaped like a/an...
You use this for...
The color is usually...
Most people have one/some in their home.
It's longer/shorter/wider (etc.) than...
Is it a/an...?

Payroll/
Benefits

*Focus:* **vocabulary; reading; writing**

*Level:* intermediate-advanced

*Activity:* ***Company Policy and Forms***
(HANDOUTS next five pages)

The class defines *personal day. (Has anyone ever taken one? What is an appropriate reason to take one?)* The teacher then hands out a *personal day request form.* Students have time to look at the form and to discuss any new vocabulary. The class then brainstorms a situation appropriate to their workplace and practices filling out the form. Follow the same procedure with the *funeral pay request form.*

As a follow-up, the teacher brings in a vocabulary exercise and practice stories. After the students complete the vocabulary handout, the teacher distributes the stories for the students to read. Students can work together to fill out forms using the information in the stories about Kim and Khen. The question at the end of Khen's story offers an introduction to vacation policy and/or leave of absence policy.

*Vocabulary Suggestions:* see handouts

## *PERSONAL DAY REQUEST FORM*

**TWO WEEKS NOTICE IS REQUIRED FOR PERSONAL DAY REQUEST APPROVAL.**

EMPLOYEE NAME: _____ DATE: _____

EMPLOYEE #: _____ DEPARTMENT: _____

I am requesting personal pay for the following date(s):

Start date: _____
End date: _____
# of personal hours requested: _____

EMPLOYEE: _____ DATE: _____

= = = =

## FUNERAL PAY REQUEST FORM
(Union)

Employee Name: _____ Emp #: _____

Dept.: _____ Date: _____

In consideration of Article 13 of the ACTWU Agreement, I am applying for pay for the following days to make arrangements for or to attend the funeral of an immediate family member as listed below. A total of *2 days* Bereavement Pay will granted for in-state funeral and *3 days* for out-of-state funerals.

I understand that I am required to provide documentation (funeral notice from newspaper, death certificate, or other information from the mortuary) in order to receive payment.

Relationship of employee to deceased:

(___) Spouse
(___) Mother
(___) Father
(___) Sister
(___) Brother
(___) Child
(___) Grandmother
(___) Grandfather
(___) Mother-in-law
(___) Father-in-law
(___) Grandchild

DATE(S) OF ABSENCE: _____

HOURS OF FUNERAL PAY REQUESTED: _____

_____ _____
(Employee signature) (Date)

_____ _____
(Supervisor) (Date)

_____ _____
(Human Resources) (Date)

_____ _____
(Payroll Processor) (Date)

---

OFFICE USE:

Hours Paid: _____ P/E Date: _____ Check Date: _____

42

1/94

## *Vocabulary Review*
HANDOUT

*Write the correct letter.*

| | | | |
|---|---|---|---|
| 1. | ____ spouse | a. | ask |
| 2. | ____ out-of-state | b. | funeral home |
| 3. | ____ request | c. | dead |
| 4. | ____ **not** immediate family | d. | husband, wife |
| 5. | ____ in-state | e. | cousin, uncle |
| 6. | ____ mortuary | f. | Colorado |
| 7. | ____ deceased | g. | California |

*Use these words in the sentences below:*

| | | |
|---|---|---|
| *required* | *bereavement pay* | *approved* |
| *funeral* | *human resources* | *payroll* |
| *denied* | | |

---

1. The _____ department takes care of paychecks.
2. You must have a driver's license to drive. It is _____.
3. Her supervisor said no. Her request for personal days was _____.

4. Her supervisor said yes. Her request for personal days was _____.

5. When his grandfather died he had to fly home to attend the _____.

6. Funeral pay is also called _____.

7. Turn in your forms at the _____ office.

## *Fill Out The Forms*

HANDOUT

1. Kim Lee is an employee at Regal Headgear. Her employee number is 2357. Her department number is 103. She has been working at Regal for two years.

Kim requested two personal days on June 6 and June 7. She hasn't taken any personal days so far this year. Her supervisor, Karen Smith, approved her request. Kim is happy to have some time off.

2. Khen Luang is an employee at Regal also. His employee number is 2901. His department number is 105. His address is 516 Washington St. He lives in Denver and his zip code is 80029. His phone number is 333-7874.

He just received a call from Cambodia telling him that his grandfather died. He would like to go home to attend the funeral. He will ask for three days' funeral pay for May 25 through May 27.

Khen would like to stay in Cambodia until June 20. What can he do about the rest of the time he needs to take off?

Personnel /
Human Resources

*Focus:* **grammar** -- could, might; **vocabulary;** **reading** -- signs, safety manual, etc.

*Level:* intermediate-advanced

*Activity:* ***Rules and Reasons**** (HANDOUT next page)

The class brainstorms a list of company rules. The teacher might want to have a company-provided list before the activity so as to be able to verify and supplement the students' list if necessary.

The teacher brings the rules back into the next class in handout form. Students read the rule and then write a reason for the rule. For example, if the rule is *wear gloves while cleaning* then the student writes a reason such as *you might get a rash.*

| *Vocabulary Suggestions:* | | | | |
|---|---|---|---|---|
| | could | might | rule | reason |
| | punch in | fighting | smoking | horseplay |
| | must | hair net | tools | swearing |
| | badge | miss | on time | obey |
| | don't | spill | leaks | clean up |
| | hard hat | goggles | hard hat | safety signs |
| | gloves | ear plugs | chemicals | equipment |
| | heavy | exit | caution | extinguisher |

*The idea for this was taken from *ESL for Action* by Elsa Auerbach and Nina Wallerstein (see **Resources** in the back)

## *Rules and Reasons*
HANDOUT

1. Don't wear loose clothes around machines.
   *They might get caught in the machine.*
2. Don't run on the sewing floor.
   _____
3. Bend your knees when you lift heavy boxes.
   _____
4. Wear safety glasses.
   _____
5. Put caution signs out when mopping the floor.
   _____
6. Don't wear sandals.
   _____
7. Don't leave your machine running while you're not there.
   _____
8. Know where fire exits are.
   _____
9. Add your own... _____
   _____
10. _____

Security

*Focus:* **understanding company rules of fire safety and fire prevention at home; understanding and applying the language in and out of the workplace**

*Other advantages:* critical thinking, problem-solving, brainstorming, sequencing; group interaction

*Level:* all

*Teacher's Note:* We do several activities to work on fire safety at the workplace. These activities include company policy, pictures of unsafe (or safe) conditions, prevention tips and rules in case of accidents, use of fire extinguisher and other fire equipment, and an evacuation map for the workplace. I choose and adapt material from these activities according to the level of the students. This activity takes some research on the part of the teacher before introducing it to the class. The last activity is to have a fire drill.

*Activity:*

***Fire Safety***

1. The teacher shows students some pictures of fire hazards that can be found in the workplace or at home, such as a space heater that's been placed too close to fabric, cigarettes tossed into a trash can, flammable fluids, a frayed electrical cord, etc.. She asks students "What's the problem?" "Is this safe or dangerous?" "Is it a hazard?" etc.

2. The teacher draws or shows a picture of a small fire and a large fire, and asks, "What can you do?" Suggestions from students or prompts by the teacher, such as *baking soda, fire extinguisher, smother the fire*, etc., can be written or drawn under the small fire picture. Suggestions such as *crawl on the floor, leave the building quickly, roll on the ground, call 911, don't use the elevator*, etc., can be written or drawn under the larger picture.

3. Using an available fire extinguisher as a prop, the teacher asks questions about the use, parts, location, etc. She gives the students a handout showing simple directions on operating the fire extinguisher. If simple, written instructions are not available or appropriate, the teacher can write or draw pictures to illustrate use of the extinguisher (making sure the instructions given to the students are accurate).

4. The teacher or students hold up pictures of fire hazards (can be same pictures as #1 above) for beginning-level students to label safe or dangerous. Handouts of pictures can be used for students to discuss vocabulary, action, or labeling, while higher-level students can work together in small groups or pairs (each group having a different picture) discussing the problem, preventing the fire, and what to do to put out the fire. To follow up their problem-solving discussion, students can read, create, or finish a list of fire precautions and a list of "in case of fire" guidelines.

5. The teacher gives small groups/pairs a map of the company indicating work areas and fire exits by number. She asks students, "Where do you work?" Students help each other find work areas. The teacher

then asks, "Which door is the exit for your work area?" "Where is door number four?" "Is your door number seven?" "Which work area uses door number three?"

6. The teacher gives students written instructions (out of order) for a fire drill. The class discusses the meaning of words and pantomimes the action. In small groups/pairs, the students sequence the steps. The teacher asks, "When you hear the fire alarm, what do you do first?" "What do you do next?" etc. Pairs of students then read their instructions and compare sequences.

*Vocabulary Suggestions:*

fire
flammable
danger
fire drill
caution
911
calm
exit
walk/leave
Don't run
crawl
pull out
squeeze
roll
electric heater
safety
cigarette/butts
frayed cord
fire extinguisher
No smoking
baking soda
side to side
report
prevent
hold upright
smother
sweep

Supervisor's /
Manager's
office

*Focus:* **basic interviewing skills**

*Level:* intermediate-advanced

*Activity:* ***The Job Interview*** (HANDOUT next two pages)

First, the teacher introduces the students to some of the new terms and then has them read the interview to themselves. After they understand the main ideas, the teacher asks them to answer the following questions:

1. Why is Miss Smith talking to Mr. Johnson?
2. How long has she worked as a secretary?
3. Who did Miss Smith work for before?
4. What were three of Miss Smith's tasks at International Oil?
5. Why did Miss Smith leave International Oil?
6. How does Mr. Johnson react?

After the students have answered the questions, the teacher has them read the interview in pairs. Then as a follow-up, a couple of students can volunteer to do an interview in front of the class.

*Vocabulary Suggestions:*

well-qualified
trained
handled
word processing
avoid
addressed
personnel
correspondence
tasks

## *The Job Interview*
HANDOUT

Mr. Johnson: Good afternoon. My name's Mr. Johnson. How are you?

Miss Smith: Fine, thank you. And you?

Mr. Johnson: Fine, You're Miss Smith? I understand you're here to interview for the job of head secretary.

Miss Smith: Yes, I am.

Mr. Johnson: Good. It says here on your resume that you've been working as a secretary for the President of the Office of International Oil. Exactly what were your responsibilities with International Oil?

Miss Smith: I worked directly for the president of the company, Mr. Harrington. I was in charge of all the correspondence that left the office. This involved working with four typists and two file clerks to make sure that everything that went out was correctly typed, signed, and properly addressed. I've also worked with the computer doing simple programs. I've handled personnel problems within the office, and I've trained new typists for the branch offices. And of course, I've done all the usual jobs of a secretary such as word processing and handling telephone calls.

Mr. Johnson: Great, Miss Smith. You seem to be well-qualified for the job. I only have one more question. Why did you leave International Oil?

Miss Smith: One month ago, Mr. Harrington and I got married, and well, frankly, we decided that to avoid possible problems within the office, it would be better if I found another job.

Mr. Johnson: Oh, I understand. Well, we have two more applicants to interview. You'll be hearing from us. Good day Miss Smith, that is, Mrs. Harrington.

Miss Smith: Good-bye, Mr. Johnson, and thank you.

*Focus:* **pronunciation; fluency; listening**

*Other advantages:* students often enjoy hearing themselves on tape

*Level:* all

*Activity:* ***Leaving Messages***

The class brainstorms the kinds of messages someone would leave on an answering machine. Divide the students into pairs to practice leaving messages. Next, the teacher has students call the teacher's home answering machine to actually leave a message. This can be done two ways: 1) Everyone in the class can leave the same information; 2) Each student can be given a different task card which she cannot share with anyone. (The teacher's willingness to do this will obviously depend on the comfort level he has with his class as well as his ability not to answer the phone for a few days.)

When everyone has called, the teacher brings the tape into class. The students then listen to the messages. The teacher can have questions prepared for the students to answer based on what they hear. Or, the class can just discuss the tape informally.

*Vocabulary Suggestions:*

After the beep (tone), please leave a message.
You've reached the _____ residence.
Hello?
This is _____.
Someone will get back to you.

Training
&
Development

*Focus:*

**grammar** -- discrete areas for students to practice, such as *articles or prepositions;*
**meaning** -- gets the students into the habit of *asking themselves* if the sentence makes sense

*Other advantage/s:*

good assessment instrument; display of students' answers allows all students to see the "problem" areas of their co-workers and correct each other's sentences as well as their own

*Level:*

intermediate-advanced

*Activity:*

***Dictation with Fill in the Blank***

1. The teacher dictates 10 or more sentences aloud -- both simple and complex, including the word "blank" wherever she wants the students to fill it in.

2. As the teacher dictates each sentence, students write it.

3. Students then fill in the blank(s) with the appropriate word(s).

4. Students then take turns reading their sentences aloud as the teacher writes the student's version on the board/overhead for the entire class to view.

5. The teacher then elicits corrections from students by asking them to focus on two questions: *Does the sentence make sense?* and *Is the grammar correct?*

Suggestion: It's helpful for the students to focus on one area of learning (EX: *articles, prepositions idiomatic phrases, etc.*) when filling in the blanks -- until they improve.

*Vocabulary Suggestions:* Vocabulary will vary according to the sentences. If the sentences are given for assessment purposes, the teacher should use only already-familiar words.

*We have a safety meeting ____ the*
*(in)*

*conference room ____ 2:00.*
*(at)*

Union Hall

*Focus:* **reporting on what has been said**

*Level:* intermediate-advanced

*Activity:* ***Storytelling***

Students write a one-page story on their best or worst experience at work. Afterwards, one student tells his story in the past tense, and another student retells it in the past perfect tense. This procedure is followed until all the students have completed the task.

Workfloor

*Focus:* **vocabulary** -- specific to giving *directions*
**grammar** -- correct phrasing

*Other advantage/s:* familiarity with charts and grids

*Level:* intermediate

*Activity:* ***Directional Boxes***

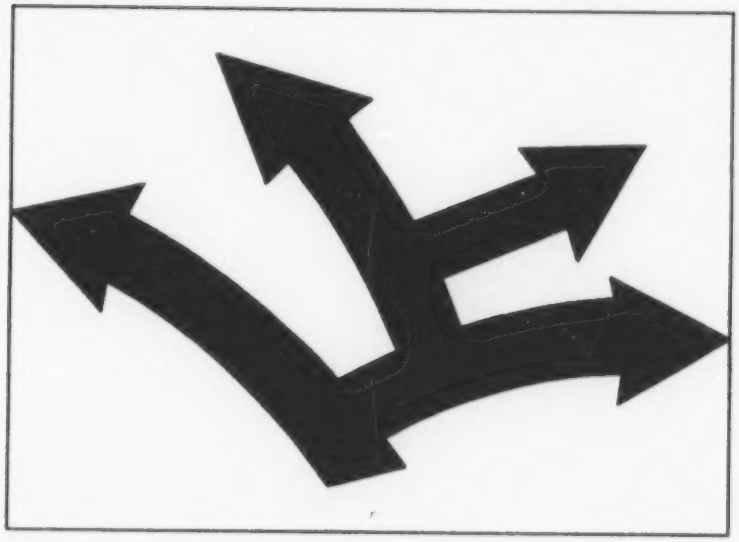
1. The teacher provides students with a handout showing a 4 x 4 (or any size) grid with large boxes. Within each box is a picture, figure, or word.

2. Teacher begins by asking questions that provoke answers related to direction, (EX: a question such as *Where's the 'calculator' located?* might produce the response *It's in the top row, upper right-hand corner*, etc.).

Suggestion: A list of "directional" words could also accompany the exercise.

| | | | |
|---|---|---|---|
| *Vocabulary Suggestions:* | go | turn | right |
| | left | straight | pass |
| | past | top | bottom |
| | middle | row | column |
| | right-hand | left-hand | by |
| | around | on | in |
| | near | up | down |
| | located/location | next | next to |
| | corner | side | catty-corner (or kitty-corner) |

or a combination of these terms



*Focus:* **solving numerical problems with explicit directions**

*Level:* advanced

*Activity:* ***Concentration Twister**** (HANDOUT next page)

The teacher reads the following instructions, repeating them as many times as necessary. After the teacher has read the exercises to the students two or three times, students can then practice reading the instructions to each other.

The teacher gives the following problem as homework to the advanced math students. This problem is guaranteed to drive the students crazy.

More challenging: Twenty people go to a restaurant and spend $20.00. The men spend $2.00 each, the women spend 70 cents each, and the children spend 30 cents. How many men, women, and children were there? Remember: 20 people and $20.

*Vocabulary Suggestions:*

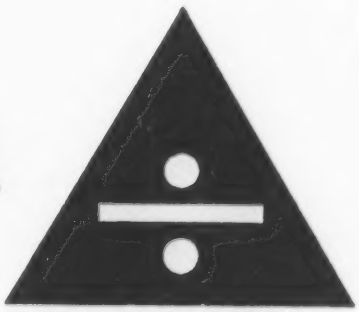
| | | |
|---|---|---|
| century | crossed out | resulting |
| nickel | pennies | dime |
| quarters | multiply | divide |
| quarts | gallon | sum |
| place under | to the right | |

* This idea was taken from *101 Games* by George P. McCallum (See **Resources** in back)

## *Concentration Twister* "Power of Concentration"
HANDOUT

*Instructions*:

1. Write the number that represents one-fourth of a century. (25)
2. Under this number write the number of quarters in a dollar. (4)
3. Do *not* follow the next instruction if the city of Chicago is in the state of California. (It is not.)
4. Under the number of quarters in a dollar write the number of nickels in a quarter. (5) If this is larger than the number just above it, write the number of pennies in a dime (10) *to the right* of the total of the last two numbers (9), which you place under the number of nickels in a quarter.
5. Now cross out the number of pennies in a dime, if you have written it, but only if the sum of the first two numbers you wrote on your paper is more than ten. (It is.)
6. Add *all* the numbers you have written down, including the one you may have crossed out. (25, 4, 5, 10, 9 = 53)
7. Multiply the total by two. (106) This is known as the total number.
8. If the city of San Francisco is west of the city of Chicago, subtract 6 from the total number. (100)
9. Divide the resulting number by the number of quarts in a gallon. (4)

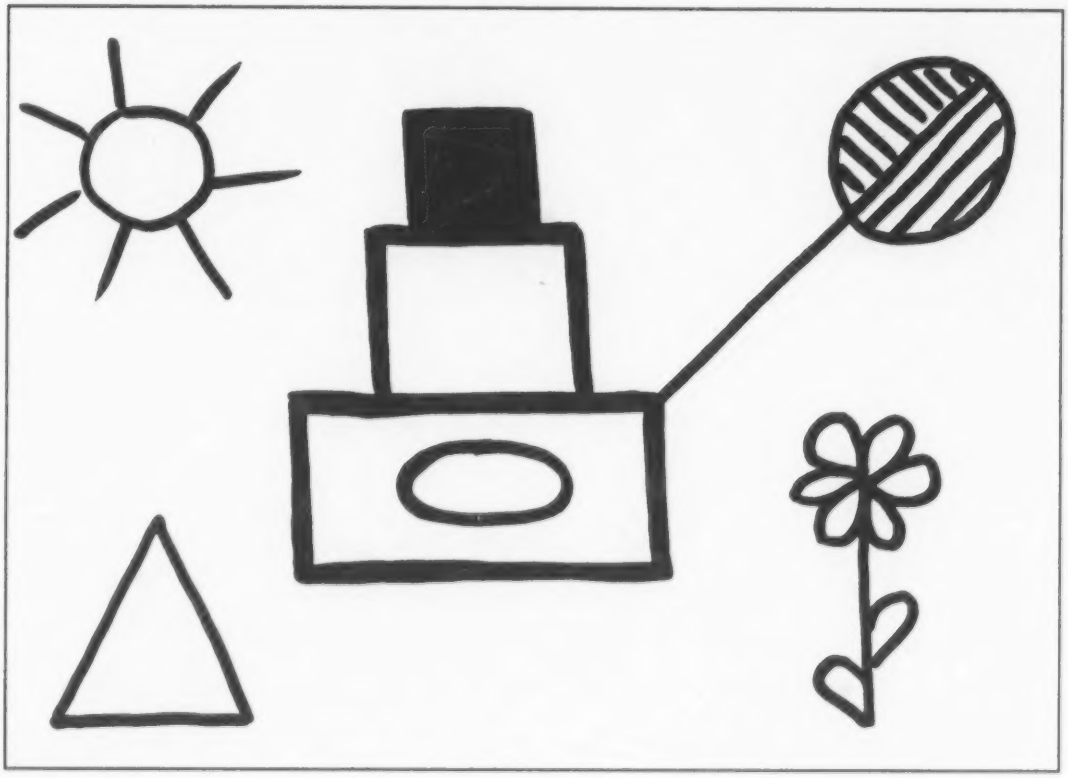


*Focus:* **pronunciation; fluency; listening; asking for clarification**

*Level:* all

*Activity:* ***Following Directions***

The teacher has three or four simple drawings ready for the class, (EX below).



Each student receives a manila folder with a copy of a drawing inside. The teacher goes to the board and introduces any new vocabulary (EX: *triangle*). Students describe the picture to the teacher to try to tell him what to draw, being as specific as possible. After a practice run with the teacher, a student volunteers to come to the board. The teacher distributes a new picture to the rest of the class. Drawings can incorporate workplace vocabulary (EX: a cart with cleaning supplies on it for housekeepers).

*Vocabulary Suggestions:*

| | | | |
|---|---|---|---|
| right | left | top | bottom |
| up | down | vertical | horizontal |
| over | under | next to | diagonal |
| inside | between | corner | on top of |
| bigger | smaller | | |

Move it _____.
Could you repeat that, please?

*Focus:* **computation; question formation, pronunciation; listening; writing**

*Level:* intermediate-advanced

*Activity:* ***Introduction and Practice with Averages***
(HANDOUTS next two pages)

Class practices the questions necessary to fill the grid. The teacher tries to get the students to form the questions orally before writing them down on the board. Questions should look something like, *How old are you?, How many years have you worked at ABC?, How many brothers and sisters do you have?* and *How long does it take you to get to work?* Students ask each other questions and fill in the grid for everyone in the class. The teacher should encourage them to stand up and move around. The teacher then assembles the group and asks them to help fill in her grid, using questions like, *How long has Mannmey worked at the company?*

Other language areas to practice might include comparisons. From the information on the grid, students could practice questions such as *Who is the oldest?* and *Who has worked at the company the longest?* Students could also write sentences such as *Mannmey has worked here longer than Yee Won.*

The teacher then uses the information from the grid to explain and demonstrate how to figure averages. Students answer questions on paper using the information from the grid.

| NAME | AGE | YEARS AT ABC COMPANY | BROTHERS AND SISTERS | TIME TO WORK |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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## *Introduction and Practice with Averages*
HANDOUT

1. What is the average age in our class?

2. Who has been working at ABC Company for the longest time?

3. What is the average length of employment (in months)?

4. What is the average number of brothers and sisters (together)?

5. Who has the shortest commute?

6. What is the average commute?

*Focus:* **following directions on a map journey of prepositions and locational directives**

*Level:* intermediate-advanced

*Activity:* ***A Little Girl's Birthday Present***
(HANDOUT next page)

The teacher first presents the prepositions illustrated in the story and demonstrates how they are used. Then he reads the following story while students draw maps according to the directions given.

As a follow-up, students can get maps of their company and write their own directions in the form of a story or a dialogue and tell the stories to each other.

*Vocabulary Suggestions:*

| | | |
|---|---|---|
| dimly | continue | lit |
| knock | research | jewels |
| towards | desk | |

## *A Little Girl's Birthday Present*
HANDOUT

It was seven o'clock in the morning when Nancy woke up. Nancy was a little nine-year old girl, and today was her birthday. Her parents usually left her birthday present on the little table next to her bed, but this time there was no package, only a sheet of paper on which was written:

*A BIRTHDAY TREASURE HUNT*

*To find your birthday present, go out of your bedroom, turn left, walk down the hallway, turn right, and go into the kitchen. Now open the kitchen door, and go out into the backyard. Walk straight for 50 steps until you reach the gate at the back of the yard. Now, open the gate and walk to the door of your grandmother's house.*

When she got to the door, there was another note. This is what it said:

*Knock twice and enter the living room. Take six steps, turn left, and continue walking. When you get to the first door on the right, stop. Knock three times and enter the room. There is a big chest in the corner of the room next to the sofa. Open the chest and take out the small box covered with jewels. In the box you will find a key. The key will unlock the door to the left of the window. Now, open the door, turn on the light, and go into the room.*

The room was dimly lit, and it took a few minutes for Nancy to see the note on the desk. It read,

*Happy Birthday! I hope you think of a good name for him.*

Under the desk was a small bed, and in the bed was a small, white puppy.

Tips & Anecdotes

# TEACHERS' TIPS & ANECDOTES

Use brainstorming, collecting, repeating, or writing students' answers to solve a problem or come up with an appropriate answer.

To encourage student correcting of errors, especially in writing, ask students *Are there any changes we can make to make it easier to understand in English?* Sometimes the students correct, and sometimes they don't.

To encourage student participation at the board:

- Ask the class *Can you spell that?* as you write the letters.
- Encourage students to volunteer by asking *Who's next?* and *We'll help you.*
- Write blanks/lines on the board to indicate the number of letters in a word.
- Erase words after they have been repeated to finish an activity.
- Write part of the words of an activity on the board and sit down as students fill in and finish.
- Ask students to identify the verb within a written word and underline it with a wavy line or another symbol that always means that part of speech.

For beginning and intermediate students, provide a posterboard with slots. Each slot holds a card with questions or statements on it regarding clarification. Cards can easily be removed from slots and put on display to focus on a particular point. Examples:

- *I don't understand.*
- *Please repeat.*
- *How do you spell _____?*
- *What's the meaning of _____?*

If your students appear confused and do not ask for clarification in English, you can pull out the *I don't understand* card to gently remind them.

Parking Lot: On flipchart paper, write the day's date and "Parking Lot" across the top. Students can write words, idiomatic phrases, or expressions that are new or of interest to them at any time during the class period. Take time at some point in the class to discuss what's *in* the parking lot. Spelling is not important but may be corrected as the word is discussed. This technique for expanding and understanding English reverses the teacher-student role so that the student becomes the teacher. In effect, the student says, "I want to discuss and learn this." This technique works well with intermediate and advanced students.

To help students depend less on memorization and more on meaning while they're speaking, try this: have the student read the sentence, dialogue, "Jazz Chant" etc., to himself, then look at his partner or at the class and speak. This technique also enables students to build confidence in their English, establish eye contact and rhythm when speaking, and encourages "natural English." You may want to model the technique and cue students (with hand gestures and body language) this way:

- Pick up your paper.
- Read.
- Look up.
- And speak.

For developing fluency and intonation: anyone in the class picks a short paragraph to read; you and student simultaneously read the passage, followed by your reading individually and then the student reading by himself. Record all readings and play back for student.

If you're teaching an advanced class, bone up on your grammar. Students come up with the thorniest questions!

Use dictation (teacher can dictate sentences for the student to write, or dictate questions in which students write only the answers, or dictate sentences in which students fill in the blanks) to assess listening.

Vocabulary on display: have a continuous word list that you and/or students can add to throughout the class. Write on flipchart paper and display in the classroom. You might even want to make "specialized" vocabulary lists -- for example, what are some words/phrases used in response to *thank you? -- yep, you betcha, sure, no problem, no sweat, you're welcome, don't worry about it*, etc. are some responses that students can learn.

If students have an English dictionary in addition to a dictionary of their own language, you can slowly wean them from relying primarily on their own language for translation. (*Longman Dictionary of American English* is especially good).

## TEACHING SENSITIVE INFORMATION

I have found it to be prudent to obtain permission from the company when presenting or teaching material that may be considered sensitive. This refers to job application forms, parts of the body relating to sexuality, stages of depression experienced by recent arrivals, and photographing employees for a publication. More often than not, the company has given their approval, but for reasons of privacy, confidentiality, etc., the company requested that some of the material be presented in a particular way. For example, after we studied body parts in the usual way, a female student asked about the language used for a physical exam. I seized the opportunity to ask students, male and female, if they were interested in learning the language they might need for a woman's or man's physical exam and to learn about the body's private parts. The students were enthusiastic, and the company approved of the labeled drawings our staff had come up with for the students. The company asked that students be told of the lesson's content in advance (in case the students chose not to attend), sign a "no responsibility" waiver, and that the drawings be returned to me rather than be given as take-home copies. While the company's requirements may seem involved, they provided the basis for a well prepared lesson, with sensitivity and understanding from the company, the students, and the instructor.

## USING PHOTOGRAPHS IN THE CLASSROOM

Most teachers have used photos in the classroom. Having students bring pictures of family to share is a sure-fire way to stimulate discussion.

I often bring in pictures of a trip to share with the class and am always surprised how many questions are asked, often by some of the more timid students. I encourage students to bring in photos whenever they like, and always allow class time for discussion as long as it stays in English.

Although this practice goes for classes in and out of the workplace, with worksite classes I like to take it one step further.

The first time I took photographs of students at work was at a manufacturing plant in Watertown, MA. I was teaching a beginning and an intermediate level class. After I had known the students for two weeks, I asked permission of the advisory board to visit the floor. I walked around with my camera, said hello to students, asked what they were doing and took their pictures.

I brought the pictures back into class, mixed them up and handed them out. Each student tried to describe the one they had. In this way we started our discussion of work vocabulary and job descriptions. Then each student found their own picture and wrote a story. I typed up stories and made a booklet with pictures and stories which we used as reading material in the class.

The activity was successful on a number of levels. My presence on the floor helped to spread the word about class. Inquiries increased considerably after my visit. Even six months later when I started an advanced level class, the students asked when I was going to take *their* pictures. The booklet was used by the head of human resources to talk up the program and was seen by the company as a very positive reflection of their efforts.

I did learn one lesson. Always do your homework. Learn as much about your students' work as you can **before** you start teaching. This particular company made switches. The little piece you hold to turn an appliance on or off is called a *toggle*. I had not done my homework and was not familiar with the term. So while helping my beginning class write about their jobs, we wrote about "dahgos". I never would have known about my error had the stories not been shared in an advisory board meeting. One of the supervisors asked me what a "dahgo" was. And I knew I was in trouble.

Since this experience, I have also used photos at a hotel with equal success. It is a project well worth the time and energy.

# RESOURCES

## MULTI-LEVEL

*101 Word Games*, George P. McCallum, Oxford University Press, New York, 1980

*Conversation Inspirations for ESL*, Nancy Ellen Zelman et al., Pro Lingua Associates, Vermont, 1986

*The ESL Miscellany*, Raymond C. Clark, Pro Lingua Associates, Vermont, 1991

*English That Works (two levels)*, K. Lynn Savage et al., Scott Foresman & Company, Illinois, 1982 (cassettes available)

*Grammarwork: English Exercises in Context (three levels)*, Pamela Breyer, Regents Prentice Hall, New Jersey, 1991

*Interchange: English for International Communication (three levels)*, Jack C. Richards et al., Cambridge University Press, New Jersey, 1991

*Manual of American English Pronunciation*, Clifford H. Prator, Jr. & Betty Wallace Robinett, Hold, Rinehart and Winston, Inc., Florida, 1985

*Operations in English*, Gayle Nelson & Thomas Winters, Pro Lingua Associates, Vermont, 1993

*Personal Stories (three levels)*, Kamla Koch et al., Linmore Publishing, Illinois, 1989

*Power Vocabulary (five levels)*, Dorothy Rubin, Regents Prentice Hall, New Jersey

*Practical English (three levels)*, Tim Harris,
Harcourt Brace Jovanovich, Inc., New York, 1993

*A Practical Guide to the Teaching of English*, Wilga M. Rivers &
Mary S. Temperley, Oxford University Press, New York, 1978

*The Working Experience (three levels)*, Jeanne H. Smith & Harry Ringel,
New Readers Press, New York, 1991

*Workskills (three levels)*, Susan C. Quantrini, Prentice Hall,
New Jersey, 1994 (cassettes available)

BEGINNING

*English Step By Step With Pictures*, Ralph Boggs & Robert J. Dixson,
Prentice Hall Regents,

*In Print*, Lynellyn D. Long & Janet Spiegel-Podecky, Addison Wesley,
Massachusetts, 1988

*A New Start*, Linda Mrowicki & Peter Furnborough,
Heinemann Educational Books, New Hampshire, 1982

*Picture Stories*, Fred Ligon & Elizabeth Tannenbaum, Longman,
New York, 1986

*Stories to Tell Our Children*, Gail Weinstein-Shr, Heinle and Heinle,
Massachusetts, 1992

*Survival English*, Lee Mosteller, Bobbi Paùl, Regents Prentice Hall,
New Jersey, 1994

BEGINNER/INTERMEDIATE

*Basic English Grammar*, Betty Azar, Prentice Hall Regents, New Jersey, 1985

*Jazz Chants*, Carolyn Graham, Oxford University Press, New York, 1978 (cassettes available)

*Language and Culture in Conflict*, Nina Wallerstein, Addison Wesley, US, 1993

*Learning American English*, Grant Taylor, McGraw-Hill Book Co., New York, 1956

*Let's Work Safely: English Language Skills for Safety in the Workplace*, Linda Mrowicki, Linmore Press, Illinois, 1984

*Oxford Picture Dictionary*, Oxford University Press

*Real-Life English*, Ellen Lehrburger, Exec. Ed., Steck-Vaughn Company, 1994

*Small Talk*, Carolyn Graham, Oxford University Press, New York, 1986 (cassettes available)

*Working in English*, Lynne Robinson, Contemporary Publishing Co., Illinois, 1991

INTERMEDIATE

*Busy Buzzing Bumblebees and Other Tongue Twisters*, Alvin Schwartz, Harper and Row, New York, 1982

*ESL Grammar Workbook 2*. Allan Kent Dart. Prentice Hall. New Jersey. 1978

*Fundamentals of English Grammar*. Betty Schrampfer Azar. Prentice Hall Regents. New Jersey. 1985

*Idioms for Everyday Use*. Milada Broukal. NTC. Illinois. 1994

*It's Up to You*. Joanne Dresner & Kenneth Beck. Longman Press. New York. 1980

*Longman Dictionary of American English*. Longman. New York. 1983

*More True Stories in the News*. Sandra Heyer. Longman Press. New York. 1990

*Reel to Reel*. Samuela Eskstut & Despina Scoulas. Heinle & Heinle. Massachusetts. 1986 (cassettes available)

*Speaking Naturally*. Bruce Tillit et al.. Cambridge University Press. New York. 1985

*Speaking Up At Work*. Catherine Robinson & Jenise Rowekamp. Oxford University Press. New York. 1985

*True Stories in the News*. Sandra Heyer. Longman Press. New York

*The Working Culture*. David Hemphill et al.. Prentice Hall Regents. New Jersey. 1989

*You're Hired!*. Marilyn Clark et al.. Contemporary Books. Illinois. 1992

INTERMEDIATE/ADVANCED

*ESL for Action*, Elsa Auerbach & Nina Wallerstein, Addison Wesley, Massachusetts, 1987

*Complete Course in English*, Robert J. Dixson, Regents Prentice Hall

*Essentials of Reading and Writing English*, Judith S. Rubenstein & Janet M. Gubbay

*Essential American Idioms*, Richard A. Spears, National Textbook Company, Illinois, 1992

*Forbidden American English*, Robert Spears, Passport Books, Illinois, 1990

*Graded Exercises in English*, Robert J. Dixson, Regents Prentice Hall, New Jersey, 1983

*Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press, New York, 1987 (cassette available)

*Look Who's Talking*, Mary Ann Christianson & Sharron Bassano, Alemany Press, New Jersey, 1987

*Modern American English*, Robert J. Dixson, Regents Prentice Hall

*Oxford ESL Dictionary*, Oxford University Press

*Pronunciation Pairs*, Ann Baker & Sharon Goldstein, Cambridge University Press, New York, 1990 (cassettes available)

*React Interact*, Donald R.H. Byrd & Isis Clemente-Cabetas, Prentice Hall Regents, New Jersey, 1980

*Reader's Choice*. E. Margaret Baudoin et al..
The University of Michigan Press. 1977

*Take It Home and Try It Out*. Bill Vanderwerf.
Harcourt Brace Jovanovich Publishers. Florida. 1985

ADVANCED

*101 American English Idioms*. Harry Collis. Passport Books. Illinois. 1991
(cassettes available)

*101 American English Proverbs*. Harry Collis. Passport Books.
Illinois. 1992 (cassettes available)

*504 Absolutely Essential Words*. Murray Bromberg et al.. Barron's.
New York. 1988

*Changes: Readings for ESL Writers*. Jean Withrow.
Borough of Manhattan

*The English Connection*. Gail Fingado et al.

*How English Works*. Ann Raimes. Oxford University Press.
New York. 1990

*Idiomatic American English*. Barbara K. Gaines. Kodansha International.
Japan. 1986

*Idioms In American Life*. Julie Howard. Prentice Hall Regents.
New Jersey. 1987

*Slang! The Topic-by-Topic Dictionary of Contemporary American English*. Paul Dickson. Pocket Books. New York. 1990

*Understanding and Using Grammar*. Betty Schrampfer Azar. Prentice Hall, New Jersey, 1989

## WORKPLACE CURRICULA

*Basic Workplace Math for Non-Native English Speakers*. Pam Ingram. Emily Griffith Opportunity School, Denver, 1994

*English as a Second Language Workplace Education*. Mary Snapp. Emily Griffith Opportunity School, Denver, 1993

*ESL in Healthcare*. Linda Gossard, Emily Griffith Opportunity School, Denver, 1994

*ESL in the Workplace - Reading and Writing*. Pam Ingram. Emily Griffith Opportunity School, Denver, 1994

*A Guide to Reading Comprehension and Critical Thinking*. Teresa Falagrady, Emily Griffith Opportunity School, Denver, 1994

*Health & Hygiene in the Workplace*. Mary Snapp. Emily Griffith Opportunity School, Denver, 1994